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ABSTRACT

The trainers guide was developed to facilitate the implementation of four inservice training modules by local educational agency personnel. The modules are separate but an overview and descriptions of audience, objectives, organization and process are provided for (1) school/community relations, (2) vocational education, (3) teaching methods, (4) counseling and guidance. Questions and answers are provided for trainers regarding program organization, trainers' responsibilities, evaluation of the module and resources available to the participants. (BN)

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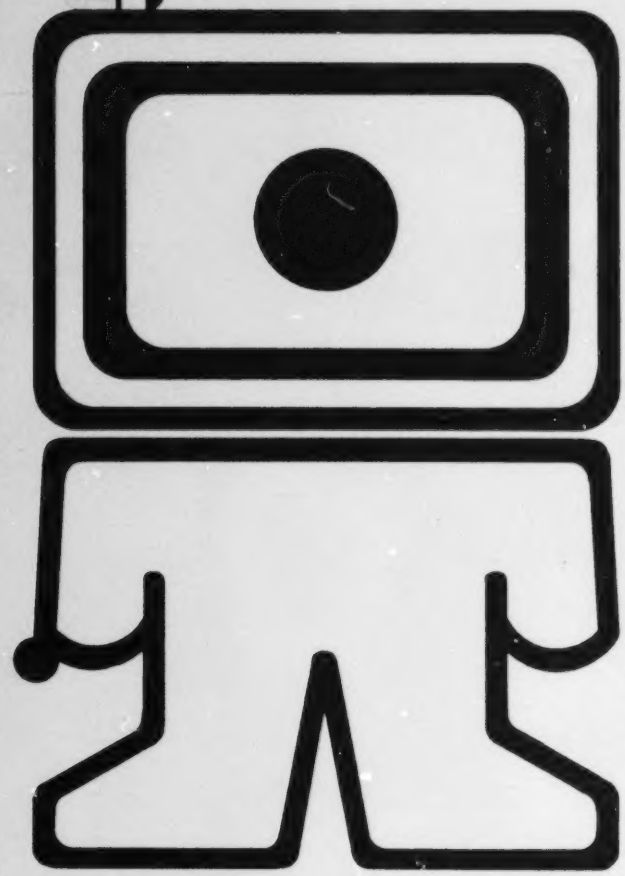

freedom for individual development

A Project Funded by
the U.S. Office of Education,
Women's Educational Equity Act Program

TRAINER'S GUIDE

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Wisconsin Department of Public Instruction Barbara Thompson, Ph.D., State Superintendent

TRAINER'S GUIDE

BY BARBARA A. BITTERS, M.S.S.W.

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TABLE OF CONTENTS

Introduction. 1

Overview of the Four Modules Developed by the Freedom for Individual Development Project. 2

Recruitment and Selection of Appropriate Trainers 8

Organizing the Inservice. 10

How are the Modules Organized? 16

As the Trainer, What are My Responsibilities? 18

What do I Need to Know About Participants to Prepare for My Role as Trainer? 31

Evaluation of the Inservice 37

Success or Failure. 38

References Used in Trainer's Guide Text 41

Bibliography. 42

Glossary. 49

Useful Addresses. 55

PHILOSOPHICAL STATEMENT

We believe that every human being regardless of sex has a right to develop individual potential, to achieve self fulfillment and self actualization, and to pursue the fulfillment of his or her own creative, emotional, and intellectual aspirations.

We believe that sex roles are not dictated by or justifiable on the basis of biological differences between females and males. There is sufficient evidence that sex roles are learned and that sex roles are cultural creations. All cultures assign different activities, jobs, characteristics, and attitudes to males and females. However, characteristics regarded as "female" in one culture may be found to be "male" in another. The biological differences which do exist between males and females should not be part of the definitions of femininity and masculinity.

People are bombarded each day in many ways with images of what men and women ought to be. Television, newspapers, advertising, radios, and books create standards of masculinity and femininity. The facts and figures included in these modules show that in reality, few people actually fit these stereotypes, even though these stereotypes are accepted as conscious or unconscious models of appropriate sex role behavior by which we judge ourselves. *We believe that these stereotypes are outdated and dysfunctional. . . they do not reflect the reality of adult living for most people.*

Any discussion of sex roles necessarily includes both the female and the male role. Stereotypes reflect and perpetuate attitudes and practices which polarize women and men, and exaggerate their differences. The result is a denial of opportunity to both sexes. Therefore we are committed to both males and females becoming free of rigid sex role expectations. However, we are primarily committed to promoting the educational equity of girls and women. *We believe* that their aspirations and opportunities have been severely limited. We recognize that many women are satisfied and fulfilled by their roles as spouse, parent, and/or worker. Many individual women feel equal to individual men.

In the larger social context, however, the facts are quite compelling. Women have not attained equality with men even in the most visible spheres such as employment. The earnings gap between male and female workers is <u>increasing</u>, not decreasing. Employment is just <u>one</u> area in which women are discriminated against. All major social institutions work together to define "Women's Place" as secondary to men's. The qualities and tasks associated with being female have less value than those associated with being male.

The importance and value of maintaining a home and raising children to society as a whole has been severely undervalued or completely ignored. The qualities of nurturance and cooperation have been devalued in a time when these qualities are needed for the survival of humankind. The devaluation of women's work in the home follows them into the public sphere where both men and women expect and judge men's work to be better.

We believe that training women and men in less sex stereotyped ways will create more flexible individuals who will respect, value and be capable of fulfilling a variety of adult roles. *We believe* that preparation of both males and females based on the notions of equal participation and responsibility for family life, plus a recognition of the value of nurturance and childcare, will result in more stable families.

Although we believe that most women currently experience minority status in this culture, it is clear that women of color and poor women suffer double and sometimes triple discrimination. It is important to understand the links and similarities of stereotyping and discrimination while also recognizing the diversity of culture and situation. We encourage users of these modules to consider the issues presented in the context of cultural pluralism.

We believe that education is an excellent "target" for implementing social change. Schools play a crucial role in mediating between the adult world on the one hand and school age children on the other. By the time a student graduates from high school she or he has spent 10,000 hours in the classroom. The knowledge and values brought by a child to the school will either be reinforced or discouraged during the process of becoming an educated person. One of the major accepted goals of education is to put all children in complete possession of their abilities and talents, to develop these to their fullest potential, and to instill in them a recognition of the dignity and worth of each individual. The values of individuality and self fulfillment do not imply that there must be an equal number of men and women in each role, but that there should be the widest possible variation in outcome consistent with the range of individual differences among people regardless of sex.

We believe that justice and wisdom require that each of us re-examine our assumptions about the differences between females and males, and become aware of how the socialization process encourages us to form expectations and stereotype individuals on the basis of sex. *We believe* that attitudinal and behavioral changes are necessary. Attitudinal change occurs sequentially, newer and more complex forms of learning are built on previous experiences and information. *We believe* the relationship between attitudinal change and behavioral change is cyclical: altered attitudes influence behaviors and new behaviors influence attitudes.

It is our sincere hope that the Freedom for Individual Development modules will: initiate dialogue; increase participants' knowledge and awareness of the issues; provide a means for developing new skills; and facilitate an understanding of the spirit and intent of state and federal legislation promoting educational equity for girls and women. Most importantly we desire to motivate and unleash the vast potential of educators as change agents.

Freedom for Individual Development Project Staff
August 1977

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INTRODUCTION

In January of 1975, the State Superintendent of Public Instruction, Dr. Barbara Thompson, appointed a task force to examine the status of role stereotyping in Wisconsin Schools. The goal of the Sex Role Stereotyping Sub-Task Force was to recommend goals, guidelines, and an overall implementation plan designed to increase the awareness and capabilities of staff and students in dealing with sex role stereotyping in their school environment.

Recognizing that success in eliminating sex role stereotyping would require local motivation and organization, one of the recommendations of the sub-task force was to provide inservice education to all school personnel.

Needs Assessments in Wisconsin school districts and, in part, requirements of Title IX of the Education Amendments of 1972, indicated four areas in which inservice was needed: Counseling and Guidance, Instructional Materials and Teaching Methods, Vocational Education and School/Community Relations.

In 1976, the Department of Public Instruction submitted a proposal for funding to the U.S. Office of Education, Women's Educational Equity Act Program. The Women's Educational Equity Act (WEEA) was passed as part of the Special Projects Act of the Education Amendments of 1974.

The WEEA authorizes the support of an extremely broad range of activities that target on every area of education that perpetuates sex bias, and thereby opens many avenues to carry out the purpose of providing educational equity for women. The activities include: the development, evaluation, and dissemination of curricula, textbooks, and other educational materials; preservice and inservice training for educational personnel, including guidance and counseling personnel; research, development, and other educational activities designed to advance educational equity; guidance and counseling activities, including the development of tests which are nondiscriminatory on the basis of sex; educational activities to increase opportunities for adult women, including continuing educational activities and programs for underemployed and unemployed women; and the expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration.

The Department of Public Instruction received funding on September 1, 1976 to develop four inservice training modules and a trainer's guide which could be utilized by local educational agencies.

TRAINER'S GUIDE

by Barbara A. Bitters, M.S.S.W.

The Trainer's Guide has been developed to facilitate the implementation of the modules by local educational agency personnel. The trainer (or training team) in local schools is the link between the products developed under the Freedom for Individual Development Project and local participants. The success or failure of the inservice rests to a large degree upon the

commitment, preparation and skill of the trainer. We have tried to anticipate the questions any trainer will have and answer them in this guide. We strongly recommend that each trainer read this guide as preparation for the inservice.

OVERVIEW OF THE FOUR MODULES DEVELOPED BY THE FREEDOM FOR INDIVIDUAL DEVELOPMENT PROJECT

The following section outlines the target audience, the overall objectives and time needed to complete each of the four inservice modules.

SCHOOL/COMMUNITY RELATIONS

by Margaret H. Powell
Assisted by the Freedom for Individual Development Staff

OVERVIEW

The family, the school and the community form the environment in which we are socialized from childhood to assume adult roles. Until very recently, the impact of this socialization process on the quality of life of all citizens--particularly on minorities and groups treated like minorities--was not critically evaluated. Many inherited social values and the stereotyping that reinforced them are being challenged by those classes whose potential and welfare have been limited as a result of societally-enforced role definition.

This inservice training module is designed to sensitize participants to the prevalence of role stereotyping and the manner in which stereotypes are perpetuated in our social institutions. The module provides two unit experiences: an examination of the stereotyping process, narrowing the focus to sex stereotyping on order to develop the idea that all persons are negatively affected by role determination on the basis of sex; and an opportunity to examine individual experience as preparation for a constructive role in effecting change.

AUDIENCE

This module is designed for broad school/community use. It can be presented at meetings or inservices involving specific professional groups, or at PTO or school board meetings. Student groups at the high school level could utilize the module; the junior high level, where consciousness-raising regarding sex role stereotyping is both crucial and neglected, represents an important potential target group.

OVERALL OBJECTIVES

1. To increase participants' awareness of role stereotyping as part of the socialization process.

2. To expand participants' awareness of the effect of stereotyping on the attitudes and behavior of oneself and others.

3. To make participants aware of the traditional concepts of masculinity and femininity associated with sex role stereotyping.

4. To increase participants' ability to identify the self-limiting effects that sex role stereotyping has on students as well as adults.

5. To involve participants in a group experience through which societal and personal attitudes about men and women can be explored.

6. To enable participants to explore discrepancies between intellectual and emotional reactions to different value situations.

7. To encourage parents, educators and community members to take an active part in eliminating sexist practices in school and community.

ORGANIZATION AND TIME

The module is divided into two units:

1. Gaining a Perspective on Role Stereotyping. (1 hour and 30 minutes)

2. Individual Examination of the Issues. (1 hour)

TOTAL TIME

2 hours and 30 minutes

PROCESS

A combination of lecturettes and small group exercises and discussions is the core of this module. Overhead slides, role-plays and vignettes are also used. Evaluation instruments are included.

VOCATIONAL EDUCATION

by Roberta Gassman, M.S.S.W.
Fredda Merzon, M.S.W.
Assisted by Patricia Armstrong

OVERVIEW

One of the most devastating effects of sex role stereotyping is the lack of preparation girls receive for meeting their future economic need. Adults in the vocational education system have the opportunity day after day to help all students, parents and employers eliminate sex role stereotypes.

This inservice training module is designed to help participants eliminate sex role stereotyping in the schools. It provides three different experiences all of which are essential for behavioral change: a chance to examine societal and personal attitudes about men and women; an opportunity to gain

increased knowledge about women's participation in the work force; and a process which provides expertise in implementing change strategies. These experiences and a small group atmosphere can create a supportive environment through which attitudes can be re-evaluated, knowledge can be increased, and action plans for change can be developed.

AUDIENCE

This training is applicable for all teaching staff and administrators K-12. This module will provide an inservice to vocational education professionals, employers of students in capstone and work/study programs, and teachers of vocational related curricular teaching methods. The training process will be facilitated by a mix of participants with different levels of responsibility in vocational education and different areas of expertise within the school system.

OVERALL OBJECTIVES

1. To develop an awareness of how sex bias and sex role stereotyping effect academic planning and decision-making.

2. To increase participants' knowledge of women workers, why they work and under what conditions.

3. To facilitate the identification and analysis of the obstacles which perpetuate sex role stereotyping.

4. To develop skills in problem solving and implementing change strategies.

ORGANIZATION AND TIME

The module is divided into four units:

1. Introduction (45 minutes)

2. Educational Planning for Individual Development (2 hours)

3. Women in the Work Force (2 hours and 45 minutes)

4. What do do (2 hours and 15 minutes)

TOTAL TIME

8 hours

PROCESS

The module makes use of various small group and large group exercises and discussions. Vignettes, overhead slides, and handouts are used to present information. Problem solving exercises are included. Evaluation instruments are included.

TEACHING METHODS

by Claire B. Halverson, Ph.D.
Judith J. Hunsacker, M.Ed.
Richard G. Larson, Ph.D.

OVERVIEW

This module outlines an inservice program for school personnel which is aimed at individual and institutional change in the area of sex stereotyping in the school environment. In the classroom, both what a teacher teaches and how a teacher teaches affect student awareness and learning of sex roles. For this reason, classroom methods and materials are major areas of concern in dealing with sex role stereotypes. It is the intention that training will result in the organization of task forces to recommend and implement sex bias-free policies and practices in the schools.

AUDIENCE

The audience for this module is all teaching staff K-12 and administrators. Concerned parents could certainly benefit and contribute to the inservice also.

OVERALL OBJECTIVES

1. To expand the awareness of school employees of the effect of sexism in society on attitudes and behavior of oneself and others.

2. To acquire additional information about the nature and extent of sexism in schools.

3. To gather data about the nature and extent of sexism in one's own school or school system.

4. To identify changes in one's own school which would reduce sexism.

5. To cause specific changes which ameliorate sexist practices in one's school or school system.

ORGANIZATION AND TIME

The module is divided into three units:

1. Awareness of Sex Stereotyping In Self, Society, and Schools (8 hours)

2. Setting Goals to Reduce Sexism In One's Own School (4 hours)

3. Action Planning In Task Forces (4 hours)

PROCESS

The module contains a variety of small group and large group exercises. Lecturettes, check lists, surveys, collage, problem solving, goal setting and task force planning are all included. Extensive evaluation instruments are included.

COUNSELING AND GUIDANCE

by Patricia L Wolleat, Ph.D.
Marilyn M. Parker, M.Ed.
Judith M. Rodenstein

OVERVIEW

For many students major life decisions are made before leaving high school. The role of the Career or Guidance Counselor is often pivotal in the student's decision-making process. This module will assist pupil personnel professionals to choose programs of study, to select and schedule courses, to counsel students and parents for personal and/or learning problems, work/study experiences, health care, career concerns and options, and to select tests and methods that are not sex biased.

There are two major parts to this training program. The first is an eight-hour Workshop component which is divided into four two-hour units. The second component is a Resource Packet. The Resource Packet contains materials which can be used directly by the participants on an individual basis. It will be organized according to the same four units contained in the Workshop component.

AUDIENCE

The intended audience for this module is school counselors and other pupil personnel specialists. The activities have been designed to be particularly relevant to the professional needs of these groups.

OVERALL OBJECTIVES

1. To help participants to identify their overt and non-conscious sex role biases.

2. To help participants to identify behavior and practices which may lead to inequities based on sex.

3. To help participants to identify the effects of sex inequities on their clients, the educational process, and the broader society.

4. To help participants develop strategies to deal with inequities based on sex.

ORGANIZATION AND TIME

The module is divided into four units:

1. Focus on Self-Awareness (2 hours)

2. Educational Planning for Individual Development (2 hours)

3. Women in the World of Work (2 hours)

4. Career Planning for Individual Development (2 hours)

The units are designed to take about two hours each. They can be carried out in four two-hour sessions, two four-hour sessions, or one eight-hour session.

TOTAL TIME

8 hours

PROCESS

The module makes use of various small group and large group exercises and discussions. Surveys, quizzes, role-plays, vignettes and resource handouts are incorporated. Evaluation instruments are included.

RECRUITMENT AND SELECTION OF APPROPRIATE TRAINERS

The importance of selecting appropriate trainers to implement these modules cannot be overstressed. The success or failure of the inservice rests to a large degree upon the commitment and skill of the trainer(s). The chosen trainer(s) must possess the following qualifications:

1. Comfort with the content of the inservice module, concern for equal educational opportunity and a sound commitment to the elimination of sex role stereotyping. The more informed the trainer is about issues related to sex role stereotyping and education, the better prepared the trainer will be.

2. Group process skills. Previous group experience is crucial, since the modules have many group activities as the basis for learning. The trainer(s) will be responsible for keeping the participants on task. This means time-keeping, giving clear directions, and the ability to summarize and integrate the main points and ideas of a discussion. The trainer will also be responsible for group process--i.e., the procedure by which the group goes about its task. It will be necessary for the trainer to express praise and appreciation and to generate enthusiasm in the group. The trainer may need to encourage participation, act as a diplomat or harmonizer, and facilitate good communication. The trainer needs to function smoothly in emotional situations involving anger, fear or conflict.

3. Adequate time for preparation. Depending on the module, a trainer will need eight to fifteen hours of preparation time to prepare for an inservice presentation. It is the responsibility of the trainer to handle all advance preparation regarding materials, procedures and facilities.

4. A trainer should have a relatively non-authoritarian personality and an ability to recognize and accept the mutual rights, needs and responsibilities involved in interpersonal relations. It is important that the trainer understand the feelings, motivation and behavior of others, but it is equally important that the trainer understand his/her own impact on others. A good trainer can express personal feelings positively in tones appropriate to the situation.

5. Prior inservice experience or experience with adult education would be very helpful. The modules are designed so that the trainer will present some information in lecturette form. It is important that the trainer be enthusiastic and feel comfortable speaking to a group.

   When teaching adults, it is important to validate and incorporate the participants' experience as well as introduce new ideas, perspectives or facts.

6. We recommend the use of a training team when possible. For groups of over 25 or 30 persons, it is preferable. A male/female team works very well. In pilot tests, we found that the participants enjoy and respond to a change in information givers. Another benefit is that while one trainer is leading workshop activities, the other trainer can observe and report on how participants are responding.

A single trainer is certainly acceptable and will most likely be the norm, given the amount of time required to prepare and implement the module.

A rule of thumb when choosing the number of trainers needed for success is: one trainer for every ten participants. One trainer can facilitate serveral groups of ten at the same time if all three small groups are kept in the same room. One trainer to more than 30 participants will not work effectively.

ORGANIZING THE INSERVICE

The availability of the Freedom for Individual Development inservice modules may become known within a school district at various levels, and under a variety of circumstances. A school district may decide to present an inservice on sex role stereotyping and actively engage in the search for resources. Another possibility might be that someone in the school district has access to the modules and would like to see them implemented. The following list includes possible levels or groups that might initiate the use of these modules:

STATE EDUCATIONAL AGENCY (SEA):

--Might send out an announcement or recommend that the modules be used in LEAs

--Title IX Coordinator or EEO office might refer the modules to LEA personnel

LOCAL EDUCATIONAL AGENCY (LEA):

The following groups might initate interest in the use of the modules.

--School Board

--District Administrator or Administrative Staff

--Title IX Coordinator or Title IX Task Force

--District Inservice Committee

--Human Relations Staff

--Curriculum or Advisory Committee

--Teachers or Teacher Groups (Union, etc.)

--Parents or Parent Groups (PTO, etc.)

--Pupil Personnel Staff

--Vocational Educators (L.V.E.C. or teachers)

Given the above list of potential initiators and the fact that the Freedom for Individual Development modules may enter the planning process at different points, it is difficult to say which of the following tasks will be most appropriate, in what order they should occur, or who (individual or groups) will have responsibility for completing the tasks. Therefore, the following outline is to be used as a checklist for a successful inservice, and adapted to the local situation. What needs to be done is listed and suggestions as to who should do it are made. Ultimately, a designation of tasks must be made at the local level.

PLANNING STEPS

CHOOSE MODULE AND TARGET GROUP

Who: The Initiator

There are four different modules in the Freedom for Individual Development program. Each is aimed at a particular audience indentified in the module introduction. It is anticipated that a school district might use one, or all four at once, or any combination of the modules. The district may want to use all the modules eventually but may need to determine priority on the basis of need, time or resources.

DEVELOP A STRATEGY TO GAIN SUPPORT

Who: The Initiator

It is necessary to the success of the inservice to have the support of as many individuals representing as many segments of the school system as possible. If little support can be mustered, especially from the District Administration, perhaps the time is not right to implement the module, and energy could go into a needs assessment. Our experience suggests that the issue of sex role stereotyping is not generally a priority for many districts and some generation of interest is necessary. It is just as important to investigate the barriers or contraints, as well as the supports for devoting inservice time to this issue.

PREPARE AND DIRECT THE INSERVICE PROPOSAL

Who: The Initiator

An inservice proposal should include a summary of the inservice: objectives, time needed, cost, resources available, the need for a trainer or the name(s) of a trainer, the evaluation procedures, and the general benefits and costs to the school district. The proposal should be directed to the inservice committee or coordinator. If no committee exists, request that a planning committee be set up that is representative of various interests. The role of the planning committee <u>will not</u> be to develop the workshop--the inservice modules are complete, self-contained units--but <u>will be</u> to facilitate the implementation of the module. The planning committee would gather information about participants and their needs, elicit support for and participation in the workshop, assist with the logistics, and help evaluate the workshop.

CHOOSE A TRAINER

Who: The Initiator and/ or Planning Group

Criteria for selecting a trainer or a training team are listed in this guide (see page 8). The trainer can be a staff person, community member, or an outside resource person. The modules have been prepared so that a school district would not have to hire a consultant or professional trainer. Once the trainer has been designated, he or she should assume responsibility for implementation, or, the tasks may be divided between the planning group and the trainer. It is essential that the distribution of responsiblities be clearly understood.

HOMEWORK ABOUT THE TARGET GROUP

Who: Planning Group and/ or the Trainer

It is important that the trainer have a participant profile. The trainer should know the number of participants and have basic information such as age, racial and cultural diversity, sex and status of the participants. Other questions include:

--How much prior information or training on the issue of sex role stereotyping do participants have?

--Are participants attending on a voluntary or involuntary basis?

--Is it going to be a "professional" or "community" group, or mixed?

--How different or alike are the participants?

--Is the inservice setting formal or informal?

The trainer(s) can alter leadership style and prepare for the specific group, resulting in a more effective workshop. Working with a group of male administrators, for example, is usually very different from working with a parent or community group. Small groups can be less formal than large conferences.

Pilot tests indicated that group exercises were most successful when the group was somewhat diverse and composed of both females and males,

administrators and teachers. Experience also indicated that volunteer participants were much more motivated and learned more than participants who were required to attend.

LOGISTICS

Who: The Planning Group and/or Trainer

DATE

Selection of a date depends on target audience. Released time, staff development days, or evenings may be possible. Take care to avoid holidays and exam periods.

SITE

Avoid rooms in the school that have fixed seating arrangements. A room that allows for breaking into small groups is most desirable. Consider Library, Home Economics room, classrooms, lounges, or a community location.

TIME

The time needed for the inservice is outlined in each module. Allow more time than less. Pilot testing indicated that dividing the longer inservice modules into two four-hour segments was easier on participants and trainer than the eight hour inservice.

BREAKS
COFFEE - LUNCH

Plan to have a break at least every two hours. Access to coffee and tea nearby is frequently essential. Some arrangements for lunch need to be detailed for participants. If an all-day inservice is planned, participants will need details about lunch. Alternatives include a brown bag, a pot luck, a catered lunch, or "every person for themselves." Remember that time will be limited and cost should be low.

RECRUITMENT

A strategy to inform and encourage participants should be developed. A successful approach is to contact people personally, whether at school, by letter, or by phone. Combine this with written publicity that details the inservice objectives, date, time, place and benefits to the participant. In some instances, continuing education credits can be arranged for participation. For large inservice groups, posters, flyers and the use of local media, radio and newspapers may be necessary. Try to work with one liaison or contact person for larger school and civic groups who can encourage group members to attend.

PREPARATION

READ THE TRAINER'S GUIDE

Who: The Trainer

It is important to read the guide and integrate this information into your preparation for a specific module. You will not have the Trainer's Guide in front of you during the actual inservice.

REVIEW OF THE PARTICIPANT PROFILE

Who: The Trainer

For a discussion of this, see page 31.

READ THE MODULE SEVERAL TIMES

Who: The Trainer

Become familiar with objectives, time frames, and flow of workshop activities.

We recommend that you place the module(s) in a three-ring binder. This will facilitate easy access when you need to copy the handouts, as well as protect your module(s).

PREPARE LECTURETTE OUTLINES FOR YOURSELF

Who: The Trainer

Lecturettes should not be read verbatim. Outline key points.

PREPARE HANDOUTS AND LARGE CHARTS

Who: The Trainer

Each module has handouts and evaluation forms that need to be reproduced. Make extra copies in case more people come than expected. Use the checklist of handouts in the front of each module.

Some of the modules require large flip charts for recording purposes. These should be made prior to the inservice.

Consider dispensing the handouts one at a time or in packets. People have a tendency to look ahead at all the handouts if they have them. In pilot tests, the handouts were given out one at a time. Enlist the help of several people to distribute handouts; even in large groups the process goes quickly.

RESERVE AN OVERHEAD PROJECTOR

Who: The Trainer

The School/Community Relations and Vocational

Education modules require an overhead projector. Check the room for electrical outlets and light switches so that the room can be darkened easily.

COLLECT MATERIALS NEEDED

Who: The Trainer

Use the checklist in the front of each module as a "shopping list" for all materials needed. In addition to those items listed, chalkboard, chalk, newsprint, felt-tip pens, name tags, a sign-in table, coffee, cups, cream and sugar, "no smoking" signs, and trash baskets may be needed.

JUST BEFORE THE INSERVICE...

Who: The Trainer

A. Organize your materials and handouts for easy access.
B. Arrange for a participant sign-in sheet with names, addresses and phone numbers so participants can be contacted again.
C. Relax.....

FOLLOW-UP

The following tasks should be completed as soon as possible after the inservice:

--Thank you notes to the trainer and planning committee.

--Compilation of evaluation forms and sharing of evaluation data with interested school personnel and participants.

--Encourage the formation of a task force to continue in the spirit of the inservice.

--Individual requests for materials and/or additional information by participants should be promptly handled by the trainer, following the inservice.

HOW ARE THE MODULES ORGANIZED?

At the beginning of each module, you will find three sections that will aid you in your preparation for the inservice program.

1. Table of Handouts: There are workshop activities in each module that require the use of handouts as part of the exercise. These handouts must be copied before the inservice begins. To save you time and trips to the copying machine, a Table of Handouts is provided, listing each handout used in the module, and the page on which it can be found.

2. Materials Checklist: Some of the workshop activities in the modules require specific materials for use with the exercises. These materials must be assembled before the inservice begins. For your convenience, a checklist of all the materials used in the module is provided.

3. To the Trainer: Each module has a brief "To the Trainer" section to provide the inservice leader with additional information about specific characteristics of the module, i.e., the maximum group size. This section is not to be used in place of the Trainer's Guide.

Each unit begins with a brief summary of the purpose of the unit and the methods used in the workshop activities of that unit. Also listed are the materials used in the unit and the time needed to complete the unit. The list of materials includes a list of handouts used in the unit. One copy of each handout needed in a given unit is included at the end of the unit, placed in the order of use. These handouts are provided as master copies, to be removed from the module for duplication by the trainer.

The workshop activities have been organized around a "stage directions" concept for the trainer. Each activity is listed by title, followed by the time needed for completion. Instructions are numbered step-by-step to facilitate the process of conducting the inservice. The workshop activity instructions are also indented three inches to the right, so that they can be distinguished at a glance from other forms of text. Key words and directions in each instruction--i.e., *Introduce, Distribute, Allow 20 minutes*--have been italicized for emphasis.

Some of the inservice programs include "lecturettes" as part of a workshop activity. These lecturettes are marked with a "STOP" sign. The "STOP" sign is a signal to the trainer to slow down and avoid reading the lecturette verbatim. During pilot tests, it was very clear that participants were bored by the verbatim delivery of the lecturettes and that they quickly lost interest if the narrative sections were presented in this manner.

SHOULD THE WHOLE MODULE BE USED, OR JUST PARTS OF IT?

The modules have been designed to be used as a whole program. The exercises represent a progression in the presentation of material, with each

exercise built on the previous exercise. However, several of the modules can be divided into shorter segments if time is limited, or if a specific target group is being addressed. Check the beginning of each module for this information.

HOW MUCH CAN THE TRAINER DEVIATE FROM THE MODULE?

The trainer may want to substitute information, via transparencies or handouts, which is more relevant to local concerns. The trainer may emphasize certain issues or exercises more than others, and may also substitute some s/he prefers for those provided. We believe that the modules are flexible and adaptable to local conditions, even though they were designed as complete packages.

AS THE TRAINER, WHAT ARE MY RESPONSIBILITIES?

1. Prior to presentation of the inservice, the trainer's tasks include:

   --Organizing the inservice program (see page 10).

   --Preparation. Experience during pilot testing indicated that trainers need to spend ten to fifteen hours preparing for the inservice. The trainer will need to:

      --Read the Trainer's Guide

      --Read through the module to understand the logic of the whole experience

      --Read the module again carefully to become familiar with each exercise

      --Gather needed materials, using the checklist at the front of each module

      --Prepare large flip charts and transparencies if needed

      --Copy the handouts so that each participant will have one

      --Outline the lecturettes as an alternative to reading them verbatim

      --Mark the copy of the module in any way that will assist in a smooth delivery of the material and management of the activities in the module. Be considerate when marking the module, as it may be used at a future date by a different trainer.

2. During the inservice, the trainer will be responsible for the following:

   --An introduction in which overall objectives and expectations are clarified

   --Giving clear and concise directions

   --Presenting information contained in the lecturettes and transparencies

   --Facilitating small group discussions. The trainer should encourage equal participation from group members, help focus the discussion and integrate, synthesize and summarize main points and differing perspectives

   --Obtaining volunteers to do role-plays, help pass out handouts, and to act as reporters for each small group

--Time keeping. It is important to respect the time limits as much as possible. While some participants resent termination of discussion because of time constraints, others feel frustrated and want to move on. The time frames have been adjusted so that the entire module can be implemented at a comfortable pace.

--Observing the progress of the activities and the reactions of participants. In a co-training situation, one trainer can function as an observer of group process while the other trainer is presenting information or leading the group. During breaks, the trainer observing should provide the leading trainer feedback on the group and make suggestions regarding changes the trainer might make.

--Establishing a good climate, facilitating communication and conflict resolution.

THE THREE "C'S": CLIMATE, COMMUNICATION AND CONFLICT

THE TRAINING CLIMATE

EMOTIONAL

Many things will influence the emotional climate of the group. The degree of support the school system as a whole gives to the issue of gender role stereotyping is certainly important. The importance that participants give to the issue of gender role stereotyping is crucial. Whether attendance at the inservice is voluntary or involuntary for the participants often reflects to some degree the first two considerations. It is always the case that if people are forced to participate, there will be more resistance and hostility to the inservice experience.

The emotional climate within the group is an important process concern. Trust, respect, clear lines of communication, honesty of feelings, and the clear stating of perceptions all contribute to a comfortable training environment. In an involuntary or hostile situation, it will be harder to create and maintain the basic norms. The following are guidelines that will assist the trainer in establishing norms for a comfortable training atmosphere. The group climate should:

**Be warm, accepting and non-threatening.*

**Be non-judgmental. Behaviors, attitudes and feelings of participants should not be judged as bad or good.*

**Be one of cooperative learning and experimenting. Participants should help each other develop an understanding of the material being presented and why it is important. Ideally, people will be comfortable enough to try new ideas and behaviors.*

**Be respectful of other's feelings and ideas. Individuals should be able to present themselves honestly, as the persons they are, rather than as the group expects.*

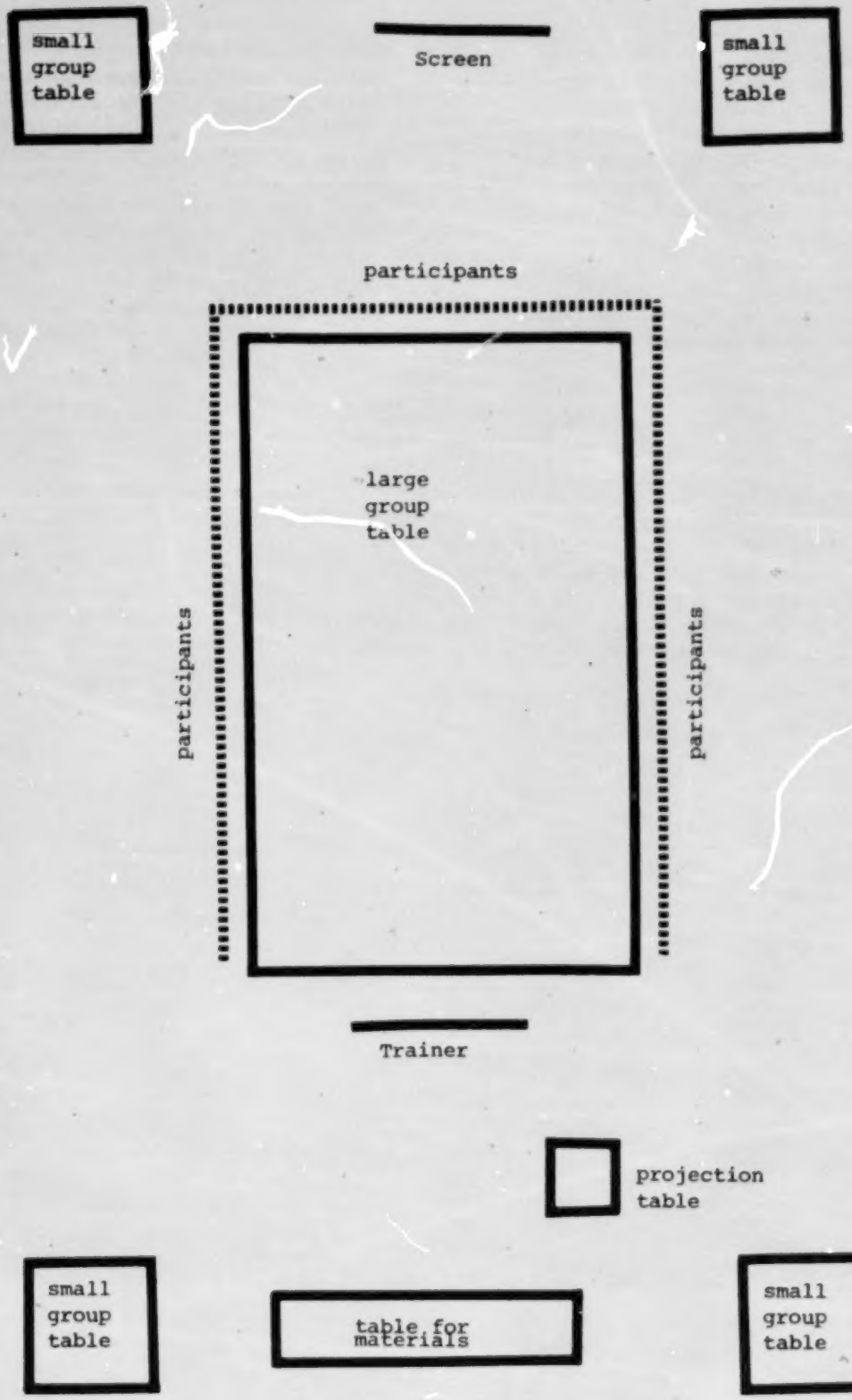
**Encourage everyone to participate. Not everyone will participate to the same degree. Non-participants will probably not get anything from the group, nor will they give anything to the group.*

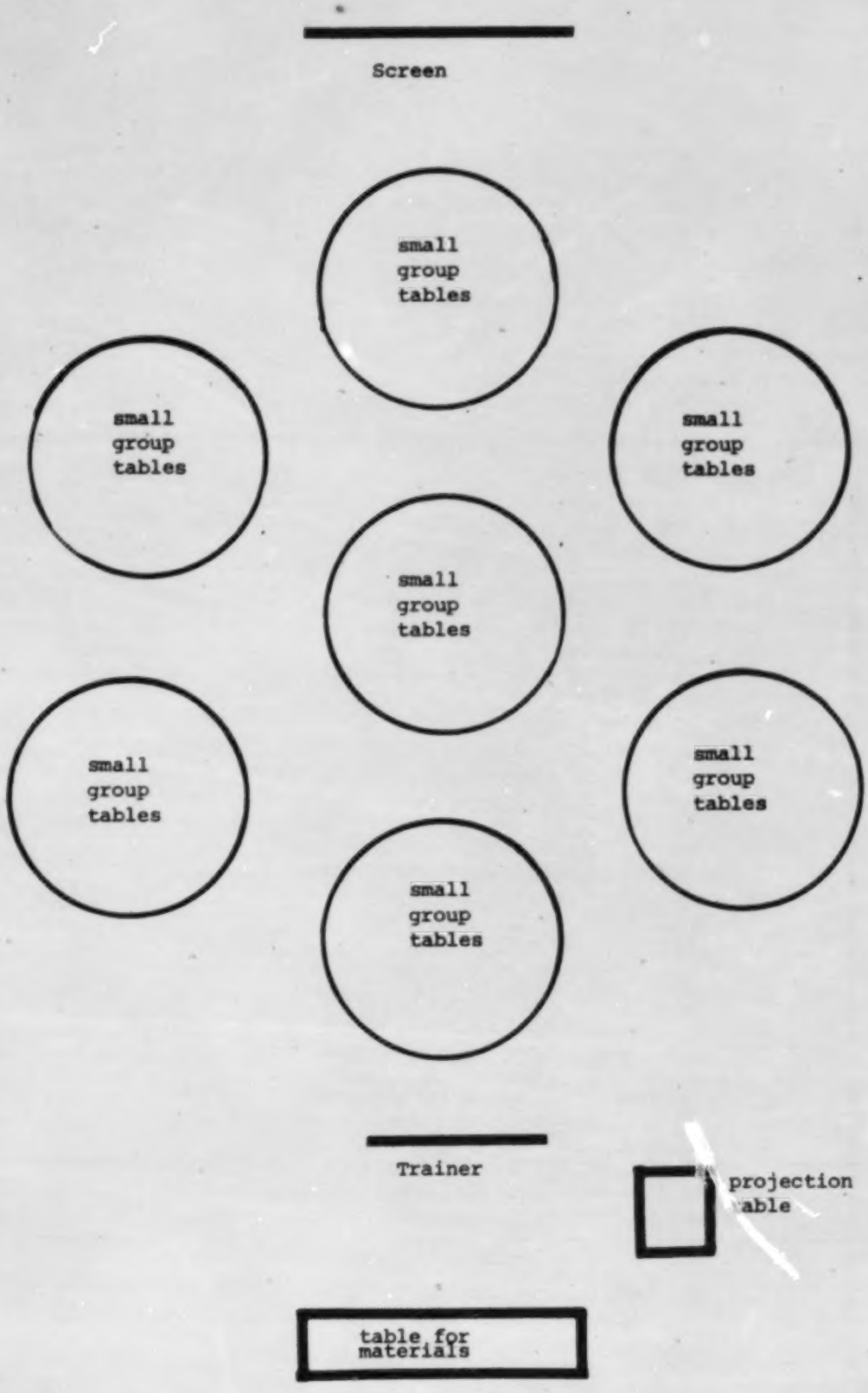
**Be lively and pleasant. If no one is having fun, something is wrong.*

**Encourage people to keep on the task. A common purpose is a necessary unifying element for the group. Sometimes group discussions can get sidetracked with unrelated issues, personal discussions, moral arguments (which have challenged great thinkers for centuries), talking in circles, or just talking an issue "to death." When this happens, the leader should tactfully intervene and redirect the discussion.*

PHYSICAL

The physical climate is also very important. On the following two pages are suggested room and seating arrangement charts. The emphasis should be on cheerful rooms with movable chairs and tables. Participants should be able to see each other. Small group tables should be far enough away so each group can carry on a discussion without interference from another group.


small group table
Screen
small group table
participants
large group table
participants
participants
Trainer
projection table
small group table
table for materials
small group table



NOTE: Libraries are often set up like this.

COMMUNICATION

The art of good communication is something we tend to take for granted. Good communication skills are learned, and some people have, of course, become more skillful in communicating than others. Since communication between people is the basis for group discussion, it is important to identify those elements that are necessary for good communication.

This information will be most useful when there is a communication failure. The facilitator will have to decide if the failure is on the part of the sender of the message, or the receiver of the message. According to Johnson and Johnson, trainers should encourage the senders of messages to:

--OWN THEIR MESSAGES by using personal pronouns such as I or My. In this way, people take responsibility for their ideas and feelings rather than "disowning" them by using terms such as "most people" or "everyone."

--MAKE THEIR MESSAGES COMPLETE AND SPECIFIC. Being complete and specific seems so obvious, but often a group member will not communicate the reference they are taking, the assumptions they are making, the intentions they have in communicating, or the leaps in thinking they are making.

--MAKE THEIR VERBAL AND NON-VERBAL MESSAGES CONGRUENT WITH EACH OTHER. Every face-to-face communication involves both verbal and non-verbal messages. Usually these messages are congruent, so if a person is saying that they appreciated your visit, they are smiling and expressing warmth non-verbally. However, problems arise when a person's non-verbal and verbal messages are contradictory. If a person says "I really like the casserole" while their face is contorted in a grimace, the meaning is confused by the two simultaneous messages.

--TO RESTATE THEIR MESSAGE IN ANOTHER WAY, OR USE AN EXAMPLE.

--MAKE THE MESSAGE APPROPRIATE TO THE RECEIVER'S FRAME OF REFERENCE. Often people talk in the jargon of their profession. Jargon is shorthand for people who share the same frame of reference. However, jargon is a foreign language for outsiders.

--ASK FOR FEEDBACK CONCERNING THE WAY THEIR MESSAGES ARE BEING RECEIVED. Messages can be misinterpreted or even misheard. It is important to check with the receiver to make sure that they are understanding what was meant.

--WHEN COMMUNICATING FEELINGS, ENCOURAGE PEOPLE TO BE DESCRIPTIVE.

--DESCRIBE THE BEHAVIOR OF ANOTHER MEMBER WHEN REACTING TO IT RATHER THAN EVALUATING THAT BEHAVIOR AS GOOD OR BAD.

(Johnson, p. 115)

If the facilitator is confident that the sender is giving clear messages, the problem may be on the receiver's end. Johnson and Johnson point out that the most common problem in receiving a message is the tendency most people have to immediately judge, evaluate, approve or disapprove of a message they are receiving (Johnson, p. 115). This tendency is a particular problem when strong feelings are involved. Receiving skills involve: a) communicating the intention of wanting to understand, and b) understanding the sender's ideas and feelings (Johnson, p. 115). The facilitator encourages the receivers of messages to:

> *--PARAPHRASE ACCURATELY AND NONEVALUATIVELY THE CONTENT OF THE MESSAGE AND THE FEELINGS OF THE SENDER. Paraphrasing involves restating the sender's expressed ideas or feelings in one's own words. One should try to put themselves in the sender's frame of reference.*
>
> *--DESCRIBE THE SENDER'S FEELINGS. Again, one should not try to approve or disapprove of those feelings.*
>
> *--STATE THEIR INTERPRETATION OF THE SENDER'S MESSAGE AND NEGOTIATE WITH THE SENDER UNTIL THERE IS AGREEMENT AS TO THE MEANING OF THE MESSAGE. Since some messages or ideas are very complex, this kind of stating and restating clarifies the information for all group members, and allows the sender to refine their own thoughts.*
>
> (Johnson, p. 116)

CONFLICT OR CONTROVERSY

Conflicts are inevitable in groups. The more diverse the group membership, the greater the potential for conflict. However, conflict will occur in the friendliest groups. Contrary to the messages of our cultural upbringing, conflicts are not necessarily bad or unhealthy; rather, it is the ineffective management of conflict which has harmful and undesired effects. In fact, conflicts have great value in promoting creativity in individuals and in groups. In the absence of conflict, individuals tend not to re-examine their assumptions or goals. Conflict encourages and requires change. In a group situation, conflicts provide a mechanism for bringing problems or disagreements into the open. This then allows solutions to be sought and tension to be relieved. Conflicts also tend to increase the motivation and energy of group members. An individual can achieve greater self-understanding in a conflict situation as a result of having to express what s/he believes and why.

Conflicts can generate creative responses on the basis of what is said, how it is said, or who said it. A common reaction when one is challenged on an idea or opinion is to regard the confrontation as a personal attack, to become defensive, and to come out fighting. This stems directly from the emphasis in our culture on competition and a tradition of polarized think-

ing: e.g. Black/White, Male/Female, My Position/Your Position. It should not surprise us then that most people view conflict as a win/lose situation in which one person attempts to convince, persuade or force the other person to give up his or her own position. This situation is further complicated by issues of power and influence, and by personality clashes. In a group, the original purpose or goal can be overshadowed by the struggle to win.

Cooperation is the most important and basic form of human interaction and, by far, the most important element in effective group process (Johnson, p. 151). An alternative to the win/lose way of dealing with conflict is to approach it from a problem-solving point of view. From this perspective, group members are encouraged to understand that perception comes from one's experiences, therefore, each person's perceptions are valid and should be respected. However, not everyone's perception is accurate. Perceptions change with new information and new experiences. If participants recognize these factors, they will tend to recognize the legitimacy of one another's interests, the various forces impinging on them, and will search for a solution accommodating the needs of all.

The creative management of controversy is a valuable skill that leaders gain through experience. The inexperienced leader will naturally be apprehensive and fearful of conflict and the responsibilities of intervention. The leader may become passive, hoping the conflict will resolve itself. The major issue for the leader is not that of perceiving a conflictual and potentially volatile situation, but the ability to time an intervention well. It is important that the trainer not over-anticipate conflict or disagreement. People may be permitted to disagree and given the opportunity to resolve their own differences. If the discussion becomes heated and emotional, the trainer should intercede in an effort to clarify the nature of the disagreement. It is important to bear in mind that the leader's most valuable resource is the group itself. The leader is not solely responsible for resolving disagreements, and may legitimately ask the group for help.

During the pilot tests, it became evident that the Freedom for Individual Development modules generated good discussions, but were not particularly controversial. Since the modules rely heavily on experiential exercises, participants are free to raise issues that are important to them. However, because sex role and gender identity are usually central aspects of self-concept, facilitators should be sensitive to the emotional nature of participants' reactions. If conflict should occur the following guidelines should prove helpful:

--Do not encourage conflict with provocative statements, material or examples. However, expect that conflict will occur and encourage participants to expect diversity of opinion. Do not avoid or repress conflict if it does occur.

--Define the controversy as a mutual problem. A common understanding of the differences of position is necessary.

--The focus of the criticism should be ideas <u>not</u> people. Encourage people to view criticism as a different point of view rather than as a personal attack. If participants are making personal attacks rather than criticisms of ideas, point this out and ask them to restate their point of view without expressing rejection of another person. Try to endorse the notion (or norm) that conflict should produce creative exchanges or solutions to problems, <u>not</u> a winner or a loser.

--Conflicts or diverse opinions involve feelings as well as ideas. Do not ignore feelings, encourage people to express what they feel. Respond to emotions with emotions, not logic. Feelings that are unresolved affect a person's perception of events and information. This often leads to a misinterpretation of other's ideas and actions.

--Encourage everyone to participate. Everyone's contributions should be listened to, given attention, taken seriously, valued and respected.

--Encourage everyone to express their underlying assumptions and frames of references.

--As a leader, help people identify and express their similarities and combine positions in a creative way.

--As a leader, try to moderate the level of tension in the group. Don't wait too long to intervene in a dispute between two or more participants. If the air seems thick with hostility or anger, but no one is saying anything, express that you perceive some anger and ask each participant how they are feeling.

DURING THE INSERVICE, HOW CAN I BE AN EFFECTIVE LEADER?

Basically, a trainer's responsibilities as a facilitator in a group involve diagnosing what is needed at a particular time in order to promote the understanding and awareness of workshop objectives and of the learning process.

There are two dimensions of group maintenance that a trainer must be aware of--task and process. Task-oriented leadership maintains task consciousness of what is to be done, clarifies objectives and shares information. Process-oriented leadership clarifies feelings, perceptions and communications, encourages participation and safeguards the feelings of group members. The following charts include examples of what a trainer can do to facilitate the group:

TASK FUNCTIONS

Information and Opinion Giver	*Offers facts, opinions, ideas, suggestions and relevant information to help group discussion*
Information and Opinion Seeker	*Asks for facts, information, opinions, ideas, and feelings from other members to help group discussion*
Starter	*Proposes goals and tasks to initiate action within the group*
Direction Giver	*Develops plans on how to proceed and focuses attention on the task to be done*
Summarizer	*Pulls together related ideas or suggestions and restates and summarizes major points discussed.*
Coordinator	*Shows relationships among various ideas by pulling them together and harmonizes activities of various subgroups and members*
Diagnoser	*Figures out sources of difficulties the group has in working effectively and the blocks to progress in accomplishing the group's goals*
Energizer	*Stimulates a higher quality of work from the group*

Reality Tester	*Examines the practicality and workability of ideas, evaluates alternative solutions, and applies them to real situations to see how they will work*
Evaluator	*Compares group decisions and accomplishments with group standards and goals*

PROCESS FUNCTIONS

Encourager of Participation	*Warmly encourages everyone to participate, giving recognition for contributions, demonstrating acceptance and openness to ideas of others, is friendly and responsive to group members*
Harmonizer and Compromiser	*Persuades members to analyze constructively their differences of opinions, searches for common elements in conflicts and tries to reconcile disagreements*
Tension Reliever	*Eases tensions and increases the enjoyment of group members by joking, suggesting breaks and proposing fun approaches to group work*
Communication Helper	*Shows good communication skills and makes sure that each group member understands what other members are saying*
Emotional Climate Evaluator	*Asks members how they feel about the way in which the group is working and about each other, and shares own feelings about both*
Process Observer	*Watches the process by which the group is working and uses the observations to help examine group effectiveness*
Standard Setter	*Expresses group standards and goals to make members aware of the work and the progress being made toward the goal and to get*

	open acceptance of group norms and procedures
Active Listener	*Listens and serves as an interested audience for other members, is receptive to others' ideas, goes along with the group when not in disagreement*
Trust Builder	*Accepts and supports openness of other group members, reinforcing risk taking and encouraging individuality.*
Interpersonal Problem Solver	*Promotes open discussion of conflicts between group members in order to resolve conflicts and increase group togetherness*

AS THE TRAINER, WHAT SHOULD I AVOID?

Since there is no prototype of the "super trainer," each person must find his or her own style by building on their personal strengths. It is important to see yourself as a resource person, a facilitator as opposed to THE LEADER. Be a person. Give your opinions and feelings, let the people know you are part of the group.

There are several traps a trainer should avoid:

--*BEING MADE THE "EXPERT." Don't expect yourself to know everything and to be able to respond to all questions immediately. Your primary role is to introduce new knowledge and to facilitate discussion. There is nothing wrong with saying, "I don't know, I will try to get that information or source for you."*

--*BEING MADE THE "PARENT." Avoid the situation where group members feel they need to ask your permission to speak or to leave. Also avoid letting them seek approval or disapproval from you alone.*

--*BEING MADE THE "LONE ADVOCATE." In some situations, participants may see the trainer as the only advocate of women's equity. This is rarely the case; many participants will favor women's equity to some degree. Prevention of this isolation starts in the groundwork and planning stages of the inservice. However, it is important to assess who in the group is in favor of reducing gender role stereotyping and encourage them to express their*

views. Allow the group members to discuss differing points of view with each other. Avoid being put in the position of having to defend every idea or point; take positions you feel comfortable with.

--BEING LABELED THE "WOMEN'S LIBBER." (Whether male or female) This term has been created by the media and is considered an insult by most feminists. When it is applied to people who want no connection with the women's movement it is also an insult, whether or not people are committed to women's equity. Avoid being labeled as anything but the facilitator of the inservice module.

--GETTING "HOOKED" BY ANGER. Most leaders strive for a sense of neutrality. They attempt to avoid being "baited" or "hooked" into a direct confrontation with an individual or group. However, there may be statements or ideas that will make you angry, or that you will disagree with. It is important to recognize your own feelings in this situation. It is not inappropriate to express disagreement or share your anger with an individual or the group. Frequently what happens is trainers share their anger or disappointment with other members of the training team or planning committee.

WHAT DO I NEED TO KNOW ABOUT PARTICIPANTS TO PREPARE FOR MY ROLE AS TRAINER?

A trainer/facilitator will want to know the following about participants in a scheduled inservice:

Expectations	*What do the participants hope, believe, or fear will happen?*
Experience	*What kind of previous training have the participants had?*
Relevance	*How might the information in the inservice be used after the session by the participants? How important do participants regard the issues of sex role stereotyping?*
Relationships	*What are the participants' past or future relationships with each other? What are the relationships between the trainer(s) and the participants? (e.g. Is the trainer unknown or known before and after training by participants?)*
Needs	*What are the participants' needs? (e.g. Do they need an overview of issues or detailed information? Do they need curriculum materials, bibliographies, continuing education credits, etc.?)*
Motivation	*What is the level of the participants' motivation to attend and contribute to the inservice?*
Recruitment	*How were the participants recruited? Voluntarily or involuntarily?*

(Johnson, p. 310)

This information will help the trainer plan a meaningful inservice, especially if it is necessary to adapt a module to the needs of a specific group.

WHEN AND HOW SHOULD I GET THIS INFORMATION?

This information should be available to the trainer before the actual inservice. However, such information can be obtained at the beginning of a

session in either written or verbal form--indirectly from the trainer's own knowledge of the participants, or from someone else (e.g., principal, counselor, teacher) who knows the participants. Information can also be elicited directly from each participant by using a questionnare (written) or by conducting short interviews with potential participants. If the trainer does not have access to this kind of information before the inservice, it can be obtained by asking each person about their needs and expectations, and how important they feel the issues are. This kind of exercise serves two functions. First, it serves as a warm-up and introduction for each member in the group and, second, it gives the trainer valuable information related to the needs and expectations of participants. It also provides a clue to the diversity of the group as a whole.

SINCE THE FREEDOM FOR INDIVIDUAL DEVELOPMENT MODULES ARE DESIGNED TO BE USED WITH ADULTS, WHAT SHOULD I KNOW ABOUT ADULT LEARNERS?

Recent research on the difference between teaching children and teaching adults suggests that it is important to remember the following:

1. *Adults may not have had relevant academic background in a subject but they have had life experiences which are frequently as valid as the academic and which are almost always more meaningful to them than classroom or abstract experiences.*

2. *Any situation in which an adult's experience is being devalued or ignored must be handled carefully if the trainer's credibility is to be maintained. The adult might be asked to consider alternate analyses of his/her experience. Experiential learning, or tapping the experience of the learners and helping them analyze that experience, works much better in adult education than transmittal of knowledge techniques used with children.*

3. *Adults are ready to learn things they need to help them fulfill life roles.*

4. *Adults tend to be less subject-oriented and more problem-centered learners.*

5. *The adult learner wants to apply new knowledge immediately.*

6. *Teachers of adults define education not as a process of transmitting knowledge but as a process of inquiry--mutual self-directed inquiry. The role of the teacher of adults becomes that of facilitator and resource person.* (Knowles, pp. 34-36)

WHAT DO I NEED TO KNOW ABOUT MEN AND WOMEN IN GROUPS?

MEN AND WOMEN IN GROUPS

The participants in a group will bring with them their conceptions of behavior appropriate for men and women in groups. This can be a very effective teaching "tool" if participants are made aware of their own stereotyped behavior in the group. In recent years, several researchers

have been interested in male/female behavior in groups and in the effect of different group composition on that behavior. Both men and women relate differently in all-male/all-female groups than in mixed groups. Also, men and women are treated differently and act differently when they find themselves the rarity in a mixed group (e.g., two women and eight men, or vice versa). When the group has both men and women as members, status issues must be considered. Males generally have higher status and greater power, and they bring this with them into the group (Kanter, p. 373).

MIXED GROUP COMPARISONS

1. *Women conform more to group pressure in mixed groups than in all-female groups (Aries, p. 292).*

2. *Women are more socio-emotional (process) and men are more task oriented (Aries, p. 292).*

3. *Women tend to talk to men rather than to other women (Aries, p. 295).*

4. *Men tend to speak to individuals rather than to the group as a whole, although in all-male groups, men tend to speak more to the group as a whole (Aries, p. 294).*

5. *Men initiate and receive more interaction than women (Aries, p. 294).*

6. *Male behavior change is more dramatic than that of females, in a shift from an all-male group to a mixed group. Men become much more personal in a mixed group (Aries, p. 297).*

7. *Women speak less of home and family in a mixed group, but women speak less in general in a mixed setting (Aries, p. 297).*

SAME SEX GROUPS

In all-male groups, a more stable dominance order is established while all-female groups show greater flexibility in dominance (Aries, p. 294). These observations coincide with sex role socialization messages. These behaviors suggest that men develop greater variety in expressing competition and leadership, while women develop more variation in ways of expressing affection and concern (Aries, p. 294).

In all-male groups, men talk very little about themselves and acknowledge warmth for each other through joking and laughter. In all-female groups, women share a great deal about themselves on themes of interpersonal relations and intimacy (Aries, p. 295).

Frequently, a mixed group has many more men than women, or vice versa. When a man is a rarity in a female-dominated group, he is likely to be central, to be deferred to and respected. When a woman is the rarity in a male-dominated group, she is likely to be isolated and ignored, to be treated as trivial (Kanter, p. 376).

This research suggests that men benefit more from mixed groups than from all-male groups. It also suggests that females in mixed groups may have to be

encouraged to participate and not to avoid contact with men in the group.

The Freedom for Individual Development staff believes that mixed groups offer the most beneficial context for exploring sex role stereotyping. It is important that both women and men understand the effects of sex role socialization. It is important for men to hear what women they know and work with have to say about women's roles so that these issues are not seen as distant, or abstract notions of the women's movement. It is important for women to begin expressing their concerns and perceptions in groups with men so that they begin to learn to feel more comfortable expressing their opinions. It is hoped that men will examine their own masculine roles, especially the limitations, and will begin to understand that they have much to gain as women's roles change. When looking for solutions to discrimination on the basis of sex, it is essential to have men and women sharing the forces impinging on change so that sound change strategies can be developed.

We suggest the use of co-leaders--one male and one female--as a means of stressing the point that men and women need to work together and not see each other as the problem.

Depending on how much time is available for the training and how the men and women are interacting, the trainer(s) may want to divide participants into a combination of same sex groups for one exercise and mixed groups for others. Another option is to divide into same sex groups to work on an exercise and assemble afterwards to discuss the conclusions of each subgroup.

However, our experience suggests that men and women are used to working in mixed settings and may find it unnatural or irritating to divide into male/female groups. Therefore, we suggest the use of groups comprised of men and women as the norm. Only in the event that discussion lags, or that one sex dominates the discussion, do we suggest dividing into same sex groups.

In some situations it is conceivable that only men or only women will be participating in an inservice. For instance, the vast majority of administrators are men, whereas the majority of elementary teachers are women. A meaningful inservice can be conducted when only members of one sex are present, but the trainer may want to raise questions about the sex not represented. The trainer also needs to be aware that men are less likely to share personal experience or feelings in all-male groups, and that women tend to concentrate heavily on personal experience and shy away from making decisions or discussing larger social issues.

SMALL GROUP REPORTER

A reporter is needed for many of the activities in the modules. The trainer should ask for volunteers or appoint one reporter for each small group. The following guidelines may be copied for each reporter, or communicated verbally:

> --*Listen carefully to all that is said, but record only the main points.*
>
> --*List the points on which members agree and those on which they*

disagree.

--Review points and ask for conclusions if the discussion begins to wander.

--Summarize small group discussion and conclusions for the larger group.

--Don't attach names to points when reporting to the large group.

PARTICIPANT EXPECTATIONS

To help clarify expectations for participants, the following guidelines are provided. These may be copied for each participant, or communicated verbally at the beginning of the inservice. These guidelines establish norms, or "rules" concerning how participants might carry out workshop activities.

GUIDELINES FOR PARTICIPANTS

The overall goal of this workshop/inservice is to provide a forum for each participant to increase knowledge and awareness of sex role stereotyping in society and the school environment. The inservice has been designed to promote communication and active participation through various small group exercises. The more each participant contributes, the more each individual will benefit from the inservice.

--The trainers are not teachers or leaders in the traditional sense. Participants should view them as facilitators and as resource persons. Participants should expect to take an active role in the learning experience.

--Participants' experience and perception are very important to the group. Each participant should share what they feel comfortable sharing, while also listening to the experience and ideas of others.

--Expect and respect diversity of opinion. If conflict occurs, try to understand the nature of the disagreement, rather than perceiving the disagreement as a win or lose situation. Focus on ideas rather than the people involved. Everyone has a right to their opinion.

--Express underlying assumptions and frames of reference when making a point.

--Be respectful of other people's feelings and ideas.

--Encourage other members of the group to participate.

--Please respect the time frames for each exercise and keep on task as much as possible.

--The purpose of the evaluation instruments is to understand the effects of the workshop, <u>not</u> to diagnose individuals. <u>Do not</u> put names on evaluation forms. Each participant will be requested to use an identifying code number throughout the inservice evaluation procedures.

EVALUATION OF THE INSERVICE

WHAT IS THE PURPOSE OF EVALUATION?

Evaluation serves two important functions. First, it makes it possible to assess the extent to which the goals and objectives of a particular module have been met. Second, evaluation can be helpful in determining a further course of action. (Assessment instruments are not intended to diagnose individuals and should be completed anonymously.)

WHAT EVALUATION TOOLS ARE PROVIDED WITH THE MODULES?

Each module contains evaluation tools designed specifically for use during the course of the module. In preparing an inservice program, the trainer should become familiar with the evaluation information found in the front of each module. The modules contain pre-tests and post-tests which focus on attitudes and content. Most of the modules contain a participant reaction sheet to gain feedback during the inservice and to identify those exercises which participants found most meaningful.

WHAT ABOUT EVALUATION DURING THE INSERVICE?

The trainer(s) should plan during the inservice to do some evaluation by observation. Some specific times can be set aside every two hours or during coffee breaks for trainers to assess the progress of training. Questions for trainers to consider are: How do the participants seem to feel? How well are they comprehending and integrating new information into training activities? How well are they relating as a group? Are we on schedule?

WHAT ABOUT ADDITIONAL EVALUATION TOOLS?

Local school districts may want additional or more specific information from participants. The planning committee or trainer may develop surveys, questionnaires, follow-up instruments, etc. When adding more instruments, take into consideration the fact that participants may "overdose" on filling out the forms.

SUCCESS OR FAILURE

There are many variables which will affect the success of the inservice. The trainer will want to be in "control" or aware of as many of these variables as possible.

This section is to be used as a checklist of what to avoid when implementing the Freedom for Individual Development modules.

This list was generated during our project, in pilot situations and from the experience of other trainers.

Any or all of the following could promote failure:

1. The inservice is inadequately planned or planning is incomplete.

   All of the planning steps outlined previously are important for the smooth implementation of the modules. Small details which have been overlooked can have large negative effects during the inservice. Input by individuals representing various interests is crucial in order to establish and maintain a broad base of support.

2. The trainer or training team is inadequately prepared.

   Pilot testing indicated that the success or failure of the modules was strongly correlated with how prepared and consequently how confident the trainer was. An unprepared trainer was tempted to read verbatim from the modules. This meant that the trainer could not see the reactions of participants nor answer their questions. It also meant that the material came across as dull and flat because many of us read more quickly than we would speak. If the trainer was ambivalent about the issues of gender role stereotyping, this also affected the responses of participants--they too seemed ambivalent.

3. There is an insufficient number of trainers.

   Leading an inservice is a challenging task. If one trainer has more than 30 participants to work with, effectiveness is diminished. The optimum ratio is one trainer for every ten participants. Since training teams have many advantages, their use whenever possible is strongly recommended.

4. Inadequate time is allocated for the inservice.

   Always allow more, rather than less of the allotted time to complete the modules. It is the trainer's responsibility to monitor the time throughout the day. The time frames were developed during pilot tests and seem realistic.

5. The inservice is not supported by top administrators.

   Administrators are confronted every day with coordinating the interests of students, parents, teachers, school employees, state, and federal legislation and policies. It has been our experience that administrat-

ors are sometimes hesitant about supporting the reduction of stereotyping and discrimination on the basis of sex even though they are aware (sometimes resentful) of Title IX legislation which mandates that they do so. Frequently, administrators express concerns about parental and community reaction.

Given their position in any school system, it is essential that administrators support and attend the inservice if possible. With only implied support or minimal support from administration, it is difficult to motivate support from others in the school system.

6. The political ramifications of implementing the inservice modules are unrecognized.

   If the inservice is half-heartedly supported by the district administrator, the school board, teacher organizations, and parent organizations, the effects of the inservice will be minimized. Combating role stereotyping and discrimination is as political as it is human. It involves questioning old assumptions, changing attitudes, and finding new and creative approaches and ways of thinking. Those who endorse the inservice modules may be in conflict with others who for whatever reason want to maintain "things the way they have always been," who want to reinforce what people already believe and perceive. Good public relations and public education are needed to assess the political climate and to begin the process of change.

7. The attitude prevails that the content of the inservice "does not apply to us!"

   "We don't discriminate against boys or girls in this district" and a multitude of variations on this theme have retarded or completely controverted efforts to change awareness and new points of view regarding the purpose, cost, and consequences of sex role stereotyping in schools. The need always exists to assess whether or not the school environment inhibits the natural growth and development of any of its children. It is quite clear that everyone in school systems nationwide needs assistance in understanding the spirit and intent of federal legislation.

8. Participants are not adequately informed prior to the inservice.

   Setting clear expectations in the minds of participants is essential. Do not try to "bait and switch" by informing participants in an ambiguous manner or not informing them about the inservice at all. In one pilot test situation, participants were not told anything about the inservice; they came expecting a regular monthly meeting. Needless to say, anger and non-cooperation resulted.

9. Participants feelings are ignored or cut off.

   During the inservice, participants' feelings should not be ignored. The issues involve beliefs and values which are supported by strong emotions. Conflictual situations (if they occur) should not remain unresolved. Angry participants will not learn anything and the effect of the inservice

will be the opposite of what is intended. People will become closed to the issues and hostile to any strategy to reduce gender role stereotyping in the schools.

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GLOSSARY

affirmative action	A positive program designed to increase opportunities for minorities and persons regardless of sex. Progress in dealing with discrimination against minorities that is specifically related to an equal employment opportunity effort.
androcentrism	Male centered.
androgyny	Andro (male) and gyn (female) from the Greek. Refers to the theory that male and female characteristics could be combined opening the full range of human experience to each individual regardless of sex. To do away with conceptions of masculinity and femininity.
change agent	Those persons who desire to participate in, and often instigate, institutional change processes through strategic risk taking and calculated planning. Also those persons who are called upon to work and live in vanguard positions in order to model new behaviors that affect persons and institutions. (Geraldine Rickman, *Civil Rights Digest*, Spring Issue, 1974, p.58)
chauvinist	A person unreasonably devoted to a country, a race, a sex, and contemptuous of other races, the opposite sex, etc.
cultural pluralism	Cultural Pluralism provides for a society of various subgroups, each of which has equal power in the decision-making process, and standards or norms which are varied and diverse enough so as to allow members of various groups access to their share of the resources without forcing them to assimilate, or give up their cultural identity. Cultural Pluralism necessitates both cultural diversity, which allows for the expression of different values, and some degree of unity among sub-groups. (Claire B. Halverson, *Checking Your Schools for Cultural Pluralism*).
curriculum	Includes the total school environment: e.g., staff ratios, the courses of study, learning materials, dissemination of information, instructional methods, teaching materials, teacher and counselor attitudes in school practices and in all activities.

discrimination — The act of treating one party or group differently from the other; it usually refers to treating one worse than the other.

economically poor — Community Services Administration Poverty Guidelines for All States Except Alaska and Hawaii:

Family Size	Nonfarm Family	Farm Family
1	$2,590	$2,200
2	3,410	2,900
3	4,230	3,600
4	5,050	4,300
5	5,870	5,000
6	6,690	5,700

For family units with more than six members add $820 for each additional member in a nonfarm family and $700 for each additional member in a farm family.

equity — An application of general principles of fairness and an equal distribution of rights and privileges.

equal — Of the same quantity, size, number, value, degree, intensity, quality; having the same rights, privileges, ability, rank.

ethnic group — A group consisting of people of a common national origin who identify themselves or are identified with that origin.

ethnocentrism — A tendency toward viewing alien cultures with disfavor and a resulting sense of inherent superiority.

feminism — The theory that women should have equal political, economic, educational and social rights to those of men.

feminist — Advocate or supporter of feminism, which is the theory that women should have political, economic and social rights equal to those of men; also the movement to win such rights for women. (*Webster's New World Dictionary of the American Language,* College Edition, 1957).

gender — The cultural or social concept of identity based on maleness or femaleness: i.e. masculinity or femininity.

hidden curriculum	General policies and practices which make up the process of learning such as teacher expectations, teacher behavior, role modeling, and general student/staff interaction.
institutional racism	A group of established principles or fundamental rules which provide a framework for the practice of discrimination on the basis of sex.
institutional sexism	A group of established principles or fundamental rules which provide a framework for the practice of discrimination on the basis of sex.
minorities	Racial and nonracial minority groups.
minority group	A group that is distinctive from the majority of inhabitants in the United States on the basis of race, or groups such as the economically poor, the elderly, school-age parents, and the physically disabled in which race or sex is not a prominent factor.
minority group status	An inferior status similar to that experienced by members of minority groups, even though the total number of group members may comprise a majority.
misogyny	Hatred of women. Note: there is no word that means hatred of men.
non-conscious ideologies	Non-conscious ideologies are ideologies, sets of values, attitudes and beliefs of which we remain unaware, often because alternative beliefs and attitudes go unimagined.
nonracial minorities	School-aged parents; physically, mentally, and emotionally handicapped; elderly; and the economically disadvantaged are groups treated as minorities, without a racial basis for that discrimination.
non-sexist	Refers to a person who is aware of sex role stereotyping in the socialization process and in society, who is engaged in a conscious process to develop new and more equitable attitudes toward females and males. Also refers to a situation free of sex bias.
non-traditional	A moving away from long established custom, belief, or behavior which has become outdated.
norms	The common beliefs of a group regarding appropriate behavior of its members. Norms are social codes which may be established formally or informally.

prejudice	Literally, pre-judgment. A feeling and/or attitude of hostility (dislike, contempt, fear, anxiety) against an individual/group or a preference for an individual/group based not on knowledge and familiarity, but on preconceived notions. Prejudice may exist on several levels: legal; conscious; i.e., accepted but not legislated, originating in custom or convenience; non-conscious; perpetuated by persons unaware that attitudes, pre-conceptions and stereotypes are dictating behavior and decision regarding others.
overt curriculum	Those lessons or messages which can be seen in the content of educational materials such as textbooks, films, and tests.
racial minorities	Minorities which have a racial identity in a dominant culture of another race. Blacks, Hispanics, American Indians, Asians are racial minorities in the United States.
racism	A set of attitudes and practices based on a belief that racial differences require or justify discrimination and segregation of people by race. These practices usually lead to domination by the larger group and persecution of the minority group by the dominant group. Any attitude, action or institutional structure which subordinates a person or group because of color.
racist	Advocate or supporter of racism, a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race. (*Webster's New Collegiate Dictionary*,1974).
role	The part played by an individual in relation to a group of which he or she is a member.
role stereotyping	The act of applying unfounded traits to an individual based solely upon that person's membership in a group.
segregation	Separating one individual or group from another.
sex bias	Prejudice based solely on sex, exclusive of individual characteristics.
sex discrimination	Practices of custom, habit or law which oppress or promote one sex.

sex role stereotyping	Expecting certain behaviors and occupations based on a person's sex.
sexism	The word was coined by analogy to racism, to denote discrimination based on gender. In its original sense, sexism referred to prejudice against the female sex. In a broader sense, the term now indicates any arbitrary stereotyping of males and females on the basis of their gender. (*Guidelines for Equal Treatment of the Sexes*, McGraw Hill Book Company Publication).
sexist	Advocate or supporter of sexism. All those attitudes and actions which relegate women to a secondary and inferior status in society. (*Guidelines for Improving the Image of Women in Textbooks*, Scott, Foresman and Company, 1972).
social institutions	Special clusters of interpersonal expectations and definitions that channel the behavior of human beings to meet some human physical, psychological or social need such as reproduction, protection, health, learning, consumption, faith. Major social institutions include: marriage and family, education, health care system, mental health care system, government, religion. People often refer to formalized organizations such as United Bank, Harvard or the Catholic Church as institutions, but in strict terms, these are organizations within a larger institutional framework. Social institutions have ideal and real aspects. Institutions can change. Institutions are interrelated and may influence one another. Change in one may produce change in another.
society	An aggregate of individuals within identifiable boundaries; some nominal agreement about values, norms, mores, rules and laws held in common. Use of the word has been reified, or given a life of its own, apart from human beings.
stereotype	An oversimplified generalization about a particular group of people which usually carries derogatory implications. A standardized mental picture held in common by members representing affective attitudes or uncritical judgment. Stereotypes have a stifling effect upon those on whom they are imposed and are restrictive of their social and personal freedom.

Title IX	That portion of the Education Amendments of 1972 which states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. . ." Public Law 92-318
Vocational Education Amendments	Part of the Education Amendments of 1976, Public Law 94-482. Legislative provision for eliminating sex discrimination, sex bias and sex role stereotyping in federally assisted vocational education programs.
Women's Educational Equity Act	Part of the Special Projects Act of the Education Amendments of 1974, Public Law 93-380. The Act supports a broad range of activity that targets every area of education that perpetuates sex bias with the purpose of providing educational equity for girls and women.
working women	Although all women work this term refers to women in the paid labor force. Housework and child care services provided by women in the home have been estimated to take 50-90 hours per week and have been valued at over $13,000 per year by Kenneth Galbraith

USEFUL ADDRESSES

American Federation of Teachers, Women's Rights Committee. Chairperson: Marjorie Stern, 706 E. Denny Way, Seattle, Washington 98122. This group has produced a number of pamphlets about women's rights for the woman teacher.

Change for Children. A Multi-Ethnic Center for Nonsexist Education. 255 Mission St., #201, San Francisco, California. (415/282-3142). This resource center and library is assisting child care centers and elementary and preschools to combat sexism and racism; an excellent resource for Bay Area teachers and parents.

Emma Willard Task Force on Education. Box 14229, University Station, Minneapolis, Minnesota 55408. A group of feminists working to combat sexism in schools; an excellent resource for Minnesota teachers.

The Feminist Press. Box 334, Old Westbury, New York 11568 (516/876-3086). A non-profit, tax-exempt educational and publishing group interested in changing the books written about women and the education provided them. *The Clearinghouse on Women's Studies,* an educational project of The Press, houses the country's most comprehensive collection of women's studies materials.

Freedom for Individual Development Project. Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.

KNOW, Inc. Box 86031, Pittsburgh, Pennsylvania 15221 (412/241-4844). A feminist press that distributes an extensive selection of articles, reprints and collections of women's studies curriculum appropriate for school and college use. For price list, send self-addressed, stamped envelope.

New England Free Press. Sixty Union Square, Somerville, Massachusetts 02143. A group that prints and distributes an extensive selection of articles and pamphlets appropriate for high school and college courses. Write for price list.

National Organization for Women. At 1957 East Seventy-third St., Chicago, Illinois 60649. The one *national* organization for women that has grown out of the current feminist movement. A resource for materials and action groups by and about women. Write for address of local chapter.

N.O.W. Education Task Force. Anne Grant, 617 Forty-ninth St., Brooklyn, New York 11220 (212/854-7147). This task force has a number of publications of use to teachers and community groups working to change schools.

Office for Civil Rights. Department of Health, Education and Welfare, 300 Independence Ave., S.W., Washington, D.C. 20202.

Research Center on Women. Alverno College, 3401 South Thirty-ninth St., Milwaukee, Wisconsin 53215. A center for its own college, but also for other organizations and individuals. Contains a growing library of feminist periodicals, books, audio and visual tapes and an information file on women's lives. A good resource for Midwest teachers.

Research Center on Sex Roles in Education. The National Foundation for the Improvement of Education, 1201 Sixteenth St., N.W., Washington, D.C. 20036. Coordinator: Katherine Cole. A newly funded center to assist school systems and state departments of education in combating sexism.

Times Change Press. Penwell Rd., Washington, New Jersey 07882. Publisher of pamphlets about current issues (appropriate for school use). Write for catalog.

U.S. Department of Labor, Women's Bureau, 14th Street and Constitution Ave., N.W., N.W., Washington, D.C. 20210

Wisconsin Feminists Project Fund, Inc. P.O. Box 1291, Madison, Wisconsin 53701

Women's Action Alliance. At 370 Lexington Ave., New York, New York 10017 (212/685-0800). A group funded to put women and resources about women in touch with each other.

Women's Heritage Series. Box 3236, Santa Monica, California 90403. A number of women's items useful for classrooms are available from this address. (Includes pamphlets and posters). Send 10¢ and business-size, stamped envelope.

Women's History Research Center. 2325 Oak St., Berkeley, California 94708. An archive of material by and about women; a number of indexes and bibliographies on various subjects are available; with request for price list, send self-addressed, stamped envelope and donation.

Women's Resource Center. YWCA, 600 Lexington Ave., New York, New York 10022. A center in touch with materials of use to people who work with adolescent girls.

Women's Program Office, U.S. Office of Education, Department of Health, Education and Welfare, Washington, D.C. 20202